

JOURNAL  
OF THE  
HOUSE OF REPRESENTATIVES.

ELEVENTH LEGISLATURE,

STATE OF TEXAS.

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BY AUTHORITY.

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AUSTIN:  
PRINTED AT THE OFFICE OF THE "STATE GAZETTE."  
1866.

Mr. Foster introduced the following resolution:

*Resolved*, That the Committee on Education be instructed to inquire into the propriety of establishing a system of free schools among the freed people of our State, and raising a fund under the Constitution to support the same, and report as soon as practicable, by bill or otherwise.

Mr. Worsham made the following report:

HOUSE OF REPRESENTATIVES, }  
Austin, October 31, 1866. }

*Hon. N. M. Burford, Speaker of House of Representatives:*

Your Committee on Education, to whom was referred a resolution requiring of them the investigation of the propriety of establishing a system of free schools among the *free* people of our State, and raising a fund under the Constitution to support the same; and report as soon as practicable, by bill or otherwise, have, with great care and extreme diffidence, considered the subject, and request me to report as follows:

Your committee cannot refrain from expressing the regret that this question has been again forced upon them, after having once thoroughly and maturely considered the *whole* subject of education; and presented by bill the only practicable means, "under the Constitution," for raising a *fund* for the support of a system of common schools for the education of the *free* people or free children of our State, which was lost by the action of this House; and that the author of the resolution had not, with his extraordinary zeal for the lately manumitted race, stumbled upon some plan that might offer a ray of hope for his imagination to revel in, and taken the sense of the House upon it at once, without subjecting them to the necessity of being the medium of raising a

discussion and an expression of a contrariety of opinion on the part of members, which is calculated to do so much harm in this period of our country's history. But, since the task has been thrown upon them, unwillingly they undertake it.

The condition of this unfortunate class of our people, weaned from us, and taught by unscrupulous and designing school *masters*, that we, as a people, are inimical to their intellectual advancement, calls for some reflections on our part. We recognize it as a duty we owe them and ourselves, to subvert this influence, and prove to them that, though the ties of master and slave have been severed, the feelings of regard engendered by those old ties still exist, and that they are but the dupes of their pretended friends. But, in doing this, we deprecate the other extreme, which looks to the obliteration of the distinction which has always existed; and in teaching the negro that he is an intellectual being, and capable of mental improvement, we equally regard it as an incumbent duty to teach him to appreciate the fact that he is far below us in the scale of being, and that by reason of this inequality, the laws for the two races cannot be altogether *common and uniform*.

Your committee are unable to suggest any system that will afford a revenue which will serve as a basis for a plan. A *per capita* tax on the freedmen themselves, as suggested by the Convention, seemed to be the only feasible idea on the subject; but the impossibility of the collection of such a tax, as was demonstrated by the trial of the past year, nipped that project in the bud.

Until by habits of thrift, industry and economy, when they shall have accumulated property on which a tax can be based, wisdom dictates that we endeavor to overcome any indisposition, if it exists, on the part of our people to act the part of the Good Samaritan, and take the lead in educating them ourselves, to the exclusion of that mass of corrupt material that, since the termination of the war, has flooded the South, and by means of affiliation, and in many cases miscegenation, with the freedmen, obtained the whole of their hard earnings, and filled their minds with hatred and distrust of us, their natural protectors and best friends. Respectfully submitted.

ISRAEL WORSHAM, One of Committee.

Rules suspended, report taken up and adopted.